

Stepgates Community School
'Our Speech Language and Communication Needs (SLCN) Centre
Local Offer'

These questions have been developed in co-production with parent carers and young people and ask the sorts of questions to which you may want to know the answers. This information will help to understand how children and young people with SEND are supported in the Specialist Centre at Stepgates Community School.

1	How does the school know if children need extra help and what should I do if I think my child may have special educational needs?	<p>Children attending the SLCN Centre have a Statement of Special Educational Needs or an Education, Health and Care (EHC) Plan which identifies the setting as the most appropriate provision for the child. It also identifies the child's primary need and, where appropriate, any additional needs. The Annual review of the SEN statement/ EHC Plan, ensures that the Statement objectives, reflect the child's current needs</p> <p>The SLCN centre will receive information about your child's needs from their previous setting, as well as from home visits when they start in Reception. Throughout the year, we will undertake our own assessments of your learning child's needs to ensure they receive the right interventions to enable them to make progress</p> <p>The progress of your child is monitored regularly by class and Specialist Centre teachers and the Head of Centre so that when a child is not making expected progress in a particular area they can identify the type of additional support required. This will then be discussed with you, and where appropriate, your child.</p> <p>If your child seems to have an emerging or additional need it may be that there will be additional assessments carried out in school or by an Educational Psychologist or visiting Specialist Teacher.</p> <p>If you have concerns about the progress or attainment of your child you should in the first instance speak to the class teacher to discuss your concerns.</p>
2	How will Early Years setting/ school/college staff support my child?	<p>Every child starting at our Centre will have a Statement or an Education, Health and Care (EHC) Plan. This document outlines the particular needs of your child and recommends the resources, teaching programmes and multi-agency involvement related to meeting these needs. Within the Specialist Centre there are two Specialist Teachers. They will set targets for your child, following discussions with Speech Therapists and other Multi-agency staff who have outlined specific provision for your child. These targets will then be incorporated into their Annual Review. The children will also have short term targets, which run for half a term, which are incorporated into their Individual Education Plan (IEP.) This information is shared with all of the adults that work with your child, including their mainstream teachers and learning support assistants.</p> <p>The class teacher/Head of Centre has regular contact with your child throughout the day. The class teacher/Head of Centre will act as the first point of contact for you through direct meetings, and telephone contact and/or home- school books.</p> <p>Geoffrey Hackett is the Chair of the Governing Body, which has a responsibility to ensure that all procedures and school systems and policies are in place and working effectively. Dolsie Clark is the governor for children with Special Educational Needs in the school.</p>

3	<p>How will the curriculum be matched to my child's needs?</p>	<p>Your child will have access to a broad and balanced curriculum which is personalised to meet their needs and their learning will be differentiated to enable them to make progress. This may mean that in a lesson there will be different levels of work set for the class, sometimes at an individual level.</p> <p>The SLCN Centre offers a core curriculum of English, Maths and PSHE related topics, supported through Speech Therapy. All staff work collaboratively to ensure provision is suitable and appropriate to meet your child's needs. In the afternoons, your child will integrate into their mainstream classes. They will follow a creative curriculum, personalised to their needs. Your child will be supported by all of the adults within the class setting.</p> <p>During the academic year your child will be supported through a range different provisions and different strategies are used and applied where appropriate. These may include:</p> <ul style="list-style-type: none"> Speech Therapy Occupational Therapy Specialist small group teaching Makaton Visual timetables Now and Next Boards Social and emotional support PECS TEACCH activities Developing Play Skills Pre-teaching vocabulary groups Narrative groups Speaking an listening programmes Socially Speaking Emotional Literacy
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4	<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Through our termly Curriculum Information to Parents letters, newsletters and on our website, we regularly share information about the curriculum and children's achievements. We encourage parents to support their child's learning through additional activities outside the school and invite parents to share their child's learning in school during 'Parents in School' Week each term. Learner feedback is part of our established learning culture and pupil voice is an integral part of our curriculum and whole school ethos. We provide a number of opportunities where parents/carers can meet with staff to discuss their child's progress. At these meetings (and through other means) we clearly share what can be done by families at home to support the learning in school. As well as this, parents are invited in to observe therapy sessions and for Annual Review meetings. Parents are also invited in for meetings with other professionals where appropriate. We host a number of curriculum evenings and learning events to help families understand what learning is expected and how they best support their child. We believe in supporting the development of parenting skills and provide opportunities for parents to work alongside staff, including our Home School Link Worker, and in some instances, outside agencies, to develop these skills further in a non-threatening and supportive environment.</p>
5	<p>What support will there be for my child's well-being?</p>	<p>Our whole school ethos is to provide a caring and inclusive environment that supports every child's well-being in our school, based on our 'Family Links Nurturing Programme'. In order to deliver this, all of our staff are regularly trained to provide a high standard of pastoral support. This is also reflected through our whole school policies, which are regularly monitored and updated by the Leadership Team and governors. These are then shared with staff and are available for parents to access, via the website or school office.</p> <p>Relevant staff are trained to support medical needs and in some cases all staff receive training. All staff are informed about children's specific, high-priority needs and are updated weekly, possibly daily, on these. We have a medical policy in place.</p> <p>Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and supported by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence, working with parents/carers and accessing support from Education Welfare as appropriate. Learner voice is central to our ethos and this is regularly encouraged in a variety of ways.</p> <p>We are committed to multi-agency working to ensure that the needs of the whole child are met. Professionals from other agencies including physiotherapy, speech & language therapy, occupational therapy and health visit</p>

		<p>the Centre on a regular basis. As well as supporting individual children, these professionals advise staff around strategies and offer training.</p> <p>Pupil voice is encouraged in all areas of the SLCN Centre through regular meetings of the School Council. Children, where appropriate, contribute to the review of their Individual Education Plans and the Annual Review of their SEN statement/ EHC Plan through a person-centred review process.</p> <p>Staff know individual children very well and any child requiring additional support will be offered it from a staff member with whom they have a good relationship.</p>
6	<p>What specialist services and expertise are available at or accessed by the setting/school/college?</p>	<p>Our Head of SLCN Centre has completed the mandatory National SENCo award and is a qualified teacher. All of our educational staff have had specialist training and development. Most support staff have a Level 3 or equivalent qualification. Both teachers and support staff have undertaken a programme of training which keeps them up to date with all of the specialist skills necessary for working with children with special educational needs/additional needs. We encourage staff to continually update their skills and knowledge through regular training.</p> <p>In the school we have dedicated time from the following staff: Speech & Language Therapist, Physiotherapist, Occupational Therapist, Educational Psychologist, Educational Audiologist, Deaf Instructor.</p> <p>In addition we liaise closely with other agencies who work collaboratively with school staff in meeting the wider range of children' needs e.g. Health professionals, CAMHS, Social Workers, NSPCC.</p>
7	<p>What training are the staff supporting children with SEND had or having?</p>	<p>All our staff receive regular training to support them to fulfil their roles. Training is tailored to support current needs of the children within the school, at any particular time, whilst continuing to support current good practice. Teaching staff and teaching assistants have access to programmes of Continuing Professional Development to develop their skills which typically includes which includes a range of specialist training, such as language development, sensory integration, the use of PECS, deaf awareness and any other needs that are raised through our performance management systems. Staff who provide personal care receive moving and handling, eating and drinking, and medical training as appropriate.</p>

8	<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>Our Inclusion and Equalities Policies promote the involvement of all learners in all aspects of the curriculum, including activities outside of the classroom. Where there are concerns of safety and access, further support and consideration is put in place. Risk assessments are carried out to ensure all learners' needs are considered and to ensure the activity is appropriate in terms of learners' needs; where applicable parents/ carers are consulted and involved in planning.</p> <p>We also offer children the opportunity to take part in a wide range of residential activities and trips. Our off-site visits are designed to enhance curricular and recreational opportunities for all our children and provide a wider range of experiences for our children than could be provided on the school site alone as well as promoting the independence of our children as learners.</p>
9	<p>How accessible is the setting/ school/college environment?</p>	<p>We have a full Accessibility Plan in which we make every effort to make reasonable adjustments to ensure access to the majority of our environment. There is disabled toilet in the main building which is easily accessible. Our policy and practice adheres to the Equality Act 2010. We monitor the languages spoken by our families which are displayed within the school. Where possible we ensure any home-setting communications are available in the relevant languages, and when required, translators are asked attend meetings.</p>
10	<p>How will the setting/school/ college prepare and support my child to join the setting/ school/college, transfer to a new setting/ school/college or the next stage of education and life?</p>	<p>We work closely with the Local Authority to ensure that children are offered provision that meets their needs. Parents are invited to visit the school prior to applying for a place and at any time through the application process. Children are encouraged to access transition opportunities, such as visiting the class, or taking part in our 'Steps into School' programme.</p> <p>The Head of the SLCN centre and team will liaise with a range of staff in schools and other services to plan appropriate support for your child during their time there as well as their transfer to the next setting.</p> <p>Where children move on to another placement, their school records, visits, transition books and examples of their work will be offered in order to make the transition as smooth as possible.</p>

11	How are the setting's/school's/ college's resources allocated and matched to children's special educational needs?	Our School Business Manager closely monitors our budgets, and reports at least twice termly to governors. We aim to utilise resources to support the strategic aims of our setting as well as individual learners' needs. Pupil Premium funding is used to support specific children and is allocated according to need. We seek to ensure value for money, therefore all interventions are costed and evaluated on a termly basis.
12	How is the decision made about what type and how much support my child will receive?	High quality classroom teaching is clearly defined in our school and we expect all staff to deliver this. The child's Statement of SEN/ EHC Plan identifies a banding level which reflects the child's current needs. This is agreed through discussion between the school and the Local Authority. We plan provision to achieve the outcomes set for each individual pupil and these are reviewed each term at progress meetings. All interventions are evaluated for impact and expected outcomes are defined at the start of the intervention. The Inclusion Leader oversees all additional support and regularly shares updates with the governors, who are actively involved in discussions about progress and the impact of provision and specific interventions.
13	How are parent's involved in the school? How can I be involved?	We are an inclusive, community focussed school. We whole heartedly believe in two way dialogue to support children's learning, needs and aspirations. We operate an open door policy and encourage parents to share any concerns they have at the earliest possible opportunity. Parents are invited to contribute through a number of means, including Annual Reviews, IEP meetings, 'Parents in School' week and parent/teacher consultations. Our governing body includes parent governors/representatives, who are encouraged to be actively involved in school activities. All parents are members of 'Friends of Stepgates' (FOSS) who regularly organise activities for parents and children and raise money to improve our school facilities.
14	Who can you contact for further information?	In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and advice can be obtained from the school's SENCo, Inclusion Manager or Head teacher.

15	Is there any additional provision you have developed this year?	<p>This year we have developed the role of the Home School Link Worker, who is now based at the school for 2 days a week. She liaises closely with identified families to provide parents/carers and children with support with issues they may be having at home or at school and provides guidance and support to families on a range of issues including:</p> <ul style="list-style-type: none">- attendance;- home circumstances;- individual guidance and parenting support;- improving communication between families and schools;- transition to/from school.
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